

TCRWP Informational Reading and Writing Rubric-First Grade

First Grade Reading Rubric Assessing Task 2	<u>Level 1-</u> Novice	<u>Level 2-</u> Intermediate	<u>Level 3-</u> Proficient	<u>Level 4-</u> Above Proficient
<p>R. Standard 1.1 Asks and answers questions about key details in a text.</p> <p>Responds in writing and drawing to questions about key details in the book “Tigers.”</p>	<p><i>With prompting</i>, through writing, drawing and dictation, refers to at least one detail from the text. (Teacher may note direct copying from the text.)</p> <p>May demonstrate only partial, off-topic, or inaccurate understanding of details from the text.</p> <p>(ex: “I saw a tiger at the zoo.” Or “Tigers can hear from 20 miles away.”)</p>	<p>Student may need prompting to ask and answer questions about key details from the text, and to demonstrate accurate understandings.</p> <p>Or, student includes a mostly accurate but general account of key details from the text, losing some of the specifics of the text.</p> <p>(ex: Tigers are big and they have babies. They are little baby tigers.”)</p>	<p>Asks and answers questions about key details from the text.</p> <p>Student demonstrates through his/her writing and drawing, an accurate understanding of several key details, asking and answering, among other questions: what information is this text teaching us?</p> <p>(ex: “Tigers learn to hunt from their mothers.”)</p>	<p>Through writing and drawing, demonstrates an accurate understanding of most of the key details from the text. The student’s work shows that he or she is asking and answering some in-depth questions such as who, what, when, where, why and how.</p> <p>(ex: “The tigers hunt at night for food. They hide to get their food.”)</p>

First Grade Scoring Guide: Reading Task

Looking across all of the child’s writing, drawing and dictated writing about *Tigers*, decide which of the four levels described above best represents the majority of the child’s work.

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First Grade Writing Rubric Assessing Task 3	<u>Level 1-</u> Novice	<u>Level 2-</u> Intermediate	<u>Level 3-</u> Proficient	<u>Level 4-</u> Above Proficient
Structure/ Focus- Sense of Genre W. Standard 1.2 <u>Write informative/ explanatory texts in which they name a topic</u> , supply some facts about the topic, and provide some sense of closure.	<p>Uses a combination of representational drawings, oral language, and attempts at writing to tell about a topic.</p> <p>Many pieces of information may be off-topic, or a tangential piece of information may take the writer in the direction of storytelling rather than information writing.</p>	<p>Through headings, captions or in interviews, the writer names what he/she is writing about on each page, or the bigger topic.</p> <p>Most pages are informational and relate to a central topic.</p>	<p>Write informative/ explanatory texts in which they name a topic.</p> <p>Either through a first page heading, or through creating a cover page, names a topic that encompasses all the information the writer has included.</p> <p>The key facts and details in the writing relate to the writer's stated main topic.</p>	<p>Provides a brief introduction: this may look like a more elaborated cover page or a direct address to the reader, previewing what the book will teach.</p>
Structure/ Conclusion W. Standard 1.2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and <u>provide some sense of closure</u> .	<p>There is no demonstrated attempt to provide closure. The final section of the piece reads like any other section, with no indication that this marks the end of the text.</p>	<p>Demonstrates an attempt at closure, but the concluding section may seem random or take the reader in a new direction.</p>	<p>Provides some sense of closure.</p> <p>May end with a big idea about the topic or by addressing the reader directly. In some way lets the reader know this is the end of the text.</p>	<p>Provides a conclusion that follows from the rest of the text.</p>

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First Grade Writing Rubric Continued	Level 1- Novice	Level 2- Intermediate	Level 3- Proficient	Level 4- Above Proficient
<p>Elaboration – Supplying and Organizing Information</p> <p><i>W. Standard K.2</i> Write informative/ explanatory texts in which they name a topic, <u>supply some facts about the topic</u>, and provide some sense of closure.</p>	<p>Writes and draws information about the topic, mostly of a general nature and in few sentences. Some information may be inaccurate or off-topic.</p> <p>The sentences may seem mostly like captions, “The tiger is eating.”</p>	<p>Writes and draws information about a topic, including mostly accurate facts.</p> <p>The information supports the topic, and there is at least one example of more detailed information, in multiple sentences or multiple annotations.</p>	<p>Supplies some facts about the topic...</p> <p>Uses multiple pages to write and draw mostly accurate facts that connect to the topic. Some information is from <i>Tigers</i> or <i>Looking at Wild Cats</i>.</p> <p>Offers detail on many pages: information is conveyed either through diagrams with multiple annotations or multiple sentences of writing.</p>	<p>Includes accurate facts that relate to the topic across multiple pages and attempts to elaborate on these facts.</p> <p>Gestures towards more explanatory writing: may define some vocabulary, write to explain or describe in detail to make points about the topic.</p>
<p>Concepts of Print/ Craft</p>	<p>The text includes approximated written words, indicating an understanding of the directionality of English. This includes some labels on drawings and writing underneath the pictures.</p> <p>The child ‘reads’ his/her writing, understanding that the writing carries its own specific meaning.</p>	<p>The writing shows a grasp of directionality and a sense of word, with letters generally representing each dominant sound in a word and with spaces between many of the words.</p> <p>The child can point to words as he or she reads, demonstrating a grasp of one-to-one correspondence.</p>	<p>The writer writes with directionality, a sense of word, and a command of enough high frequency words and enough onsets and rimes that readers can generally read the writing.</p>	<p>The writing is readable by others, and there is evidence that the writer is aware of a reader, trying to engage the reader and sound knowledgeable about the topic.</p> <p>This may come through in the form of direct address to the reader, or through explanations or definitions that teach specific, important points.</p>

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First Grade Scoring Guide: Writing Task

In each row, circle the descriptor in the column that matches the student work. Total the number of points according to the guidelines below. Use the provided table to score each student on scale from 0 – 4.

For each response in column one, students receive one point.

For each response in column two, students receive two points.

For each response in column three, students receive three points.

For each response in column four, students receive four points.

Scoring Table:

Number of Points	Scaled Score
No response	0
1-5 points	1
6-9 points	2
10-13 points	3
14-16 points	4